



POCKLINGTON CE (VC) INFANT SCHOOL

Relationship & Health Policy

Date Reviewed:	September 2023
Date Due for Review:	September 2025
Contact Officer:	Dr Bartram

Policy Statement

Our school vision is 'happy children loving learning' and is founded on a verse from Proverbs 8 'Now children, listen to me. If you follow my ways you will be happy too. Listen to my teaching and be wise; don't ignore what I say. Whoever waits at my door and listens for me will be blessed.'

Our school values are 'compassion, truth, respect and perseverance'

We undertake to follow the principles in the Church of England 'Charter for faith sensitive and inclusive relationships education and health education.

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

Defining Relationship Education:

In Pocklington CofE Infant school we want young people to flourish and to gain every opportunity to live fulfilled lives. Relationships and Health Education is about the emotional, social and physical aspects of growing up, healthy relationships. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such in our church school, relationships and health education lessons will help pupils to explore the foundational ethic 'Love your neighbour as yourself' (Mark 12.31) Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Defining Health Education:

Health education is about physical health and mental wellbeing, so pupils can make wise choices to ensure their own flourishing and the flourishing of others.

Values and Outcomes

In our school our Christian vision shapes all that we do. We believe that all are made in the image of God and are loved by God.

All content in the curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- Relationship and Health Education should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- Relationship and Health Education should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.

How will Relationship and Health education be taught in our school?

At Pocklington Infants we have decided to use the 'GROWING UP SAFE' programme from Big Talk Education to teach Relationships and Health Education to our pupils. See Appendix for further information

BigTalk Education, is an award-winning team of specialist facilitators led by Lynnette Smith). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award.

The *Growing Up Safe* programme has no religious association and is taught in both faith and non-denominational schools across the UK. It is a gentle programme that adheres to our Christian Values. These values aid us in ensuring a safe and positive place for children to learn. Teachers will be present during the Big Talk Education lessons.

Within our school we use the scientific language for the genitals from the outset, e.g. boys have a penis and girls have a vagina. The children will be taught that whilst they may call these areas something else at home, at school we use the proper scientific words.

Children's Questions

In order to promote a healthy, positive atmosphere for Relationship and Health Education in school, we want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the programme. During GUS sessions, the BigTalk Education team will answer all questions asked by pupils.

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing.

Teaching staff will be familiar with the content and resources of the GUS programme through a teacher session and shadow training, therefore should be equipped to answer questions resulting from the GUS sessions. Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the PHSE Coordinator or BigTalk Education in order to give an age appropriate answer..

Parental/Carer Engagement

As part of the GUS programme, the team from BigTalk Education host an annual consultation meeting with parents/carers and staff to share the resources that will be used with the children. Within this setting parents and carers are given support to help them talk with their children about such topics. This meeting may be attended by governors as well as any auxiliary/support staff working within the school.

Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. Parents/carers will be informed of this at the consultation session and be asked to speak to their children about their family values and beliefs.

Withdrawal Procedure

As school is legally obligated to provide pupils with Relationship and Health education, parents do not have a right to withdraw their children from these lessons.

Confidentiality

All governors, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher etc.) but the pupil will always be informed first.

Causes for Concern and Disclosures

All BigTalk Education staff have up to date enhanced DBS checks. BigTalk Education have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to staff in school face to face and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then BigTalk would liaise directly with the local duty social worker.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible.

Monitoring and Evaluation

Feedback and suggestions from staff and parents on BigTalk Education's provision as well as their pre and post training confidence in RSE will be gathered by BigTalk Education and returned to school to aid the review process.

School Roles Relating to Relationship and Health Education

Governors

Our school governor(s) with responsibility for Relationship and Health Education is Helen Savory.

Governors are responsible for;

- Establishing the Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents.
- Ensure this policy is in line with other school policies e.g. SEN, Safeguarding etc.
- Ensure that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- Establish a link governor to share in the monitoring and evaluation of the programme.

- Ensure that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of Relationship and Health education within PHSE.

7.2 The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, Diocese, and the Local Education Authority.

7.3 PHSE Coordinator

The coordinator along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Relationship and Health Education.

7.4 All Staff

Our approach to Relationship and Health education is that of a Whole School Approach. Appropriate training will be given for all staff teaching Relationship and Health education. All staff members (including TAs and lunchtime supervisors) will be encouraged to take part in the staff GUS session and wherever possible observe delivery to the children in one of the classes.

Additional Policy Information

Policy Production & Review

This policy was written in conjunction with advice from the Diocese of York and BigTalk Education Ltd. Big Talk Education is a social enterprise who work with schools across England supporting the delivery of Relationship and Sex Education (RSE), curriculum and policy guidance. BigTalk Education review curriculum on an annual basis to ensure that any new developments in international RSE best practice, emerging risks or other safeguarding dangers are reflected in the education provided to children to keep them safe, healthy and happy.

Full details of the current curriculum can be viewed at <https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/what-and-when-sre-rse/>

This policy will be reviewed by school annually, to be reviewed September 2024.

8.2 Linked Policies

This policy is linked to PHSE, Safeguarding, Anti Bullying, Child Protection, Equality

Appendix

This document details the curriculum included in our school's *Growing Up Safe: Whole School Approach (GUS)* programme, delivered in association with relationship and sex specialist BigTalk Education.

It is a spiral curriculum therefore pupils will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. The table shows the curriculum as it relates to the topic areas included within the Department for Education's RSE Guidance 2019, by the school years in which it is introduced. These topics repeat each year.

Growing Up Safe Programme Curriculum		
Year Group (s)	Topic Area	New Content Introduced at Level
Nursery	Families and carers.	Families are important for children growing up because they can give love, security and stability. ±
		How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ±
	Caring Friendships	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. ±
	Respectful Relationships	The conventions of courtesy and manners. ±
		In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ±
	Being Safe	What sorts of boundaries are appropriate in friendships with peers and others. ±
		That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ±
		How to recognise and report feelings of being unsafe or feeling bad about any adult. ±
		How to ask for advice or help for themselves or others, and to keep trying until they are heard. ±
		Where to get advice e.g. family, school and/or other sources. ±
	Nat Curric for Science	Teaching about the main external body parts. ±

Year Group (s)	Topic Area	New Content Introduced at Level
Foundation/ Reception Year 1	Families and carers.	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ±
	Caring Friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends. ±
		Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ±
		Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ±
	Respectful Relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ±
		The importance of self-respect and how this links to their own happiness ±
		Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ±
		The importance of permission-seeking and giving in relationships with friends, peers and adults. ±
	Online Relationships	That people sometimes behave differently online, including pretending to be someone they're not. ±
		The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ±
	Being Safe	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ±
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.
		The impact of viewing harmful content.

Building on previous learning plus the inclusion of the content below		
Year 2 Year 3	Families and carers.	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ±
	Caring Friendships	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. ±
	Respectful Relationships	Practical steps they can take in a range of different contexts to improve or support respectful relationships. ±
		That some children may feel different on the inside to how they look on the outside (transgender) and that if that happened to them who they should tell.
		What a stereotype is, and how stereotypes can be unfair, negative or destructive. ±
	On-line relationships	That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous. ±
		How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ±
		How information and data is shared and used online. ±
	Internet Safety & Harms (Health Education)	Why social media, some computer games and online gaming, for example, have age restrictions. ±
	Being Safe	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ±
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.

In addition to the above, the school will supplement and reinforce through assemblies (e.g. NSPCC Pants), teaching of school values and behaviours, British Values (e.g. Picture News), PHSE (e.g. Heart Smart), cross curricular (e.g. E-safety in computing in KS1, people who help us in EYFS). General safety assemblies (e.g. Water safety, Sun Safety, Road safety) and we will read pupils a range of books that teach us all to 'value all god's children'.